

INSPECTION REPORT

IFORD and KINGSTON CE PRIMARY SCHOOL

Kingston, Lewes

LEA area: East Sussex

Unique reference number: 114530

Headteacher: Mrs C Hughes

Reporting inspector: Mr D C Houghton
21121

Dates of inspection: 20 – 22 March 2000

Inspection number: 189066

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and Junior |
| School category: | Voluntary Controlled |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Wellgreen Lane Kingston Lewes East Sussex |
| Postcode: | BN7 3NR |
| Telephone number: | 01273 474973 |
| Fax number: | 01273 486799 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mrs Joy Thomas |
| Date of previous inspection: | 10 June 1996 |

INFORMATION ABOUT THE INSPECTION TEAM

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|--------------|----------------------|
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a small, voluntary controlled Church of England primary school situated in the village of Kingston, south of Lewes. Just over half the pupils come from the local villages of Iford and Kingston and the others from places outside the immediate area, including Newhaven and Brighton, where parents have chosen to send them to the school. The school caters for boys and girls aged between four and eleven years old. At the time of the inspection there were 150 pupils on roll in five classes. Five of the youngest pupils were attending part-time. A little over five per cent of pupils are developing English as an additional language and there is a small minority of pupils who are Traveller children. The current level of attainment on entry is average. The school has identified nearly 19 per cent of pupils as having special educational needs, including those with statements, which is below the national average.

HOW GOOD THE SCHOOL IS

Iford and Kingston is a good school and maintains a warm and friendly atmosphere for its pupils. Strong Christian values permeate the school and it provides very well for pupils' personal development. By the time pupils leave school at the age of eleven, standards in English, mathematics and science are above average for pupils of their age nationally and there are a significant number of pupils who achieve well above the expected levels. The quality of leadership by the headteacher and governors is good. Curriculum planning, monitoring and evaluation are very good, which has a significant impact on the standards achieved. The quality of teaching is good, though some of it lacks flair. Most parents are supportive of the school. It provides good value for money.

What the school does well

- Pupils reach high standards in English, mathematics and science by the time they leave school.
- The school shows great care for its pupils and makes good provision for their personal development including their spiritual, moral, social and cultural development.
- The quality of leadership provided by the headteacher, staff and governors is good.
- The curriculum is broad and balanced and enhanced by a wide range of visits, visitors and extra-curricular activities.
- The planning, monitoring and evaluation of the curriculum are very good.

What could be improved

- Standards at the age of seven, especially in numeracy and for the more able pupils.
- Relationships that remain strained with a minority of parents.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The inspection in June 1996 found that Iford and Kingston school gave good value for money. Since that time the school has made good progress in addressing the key issues raised in the last report. Standards, by the time pupils leave the school, have been rising steadily and the school continues to have good capacity to improve further. The school has fully implemented an appraisal system that includes regular personal development interviews for staff. Standards in mathematics at Key Stage 2 are now well above average when compared with schools nationally. However, at Key Stage 1, whilst standards seen during the inspection were in line with national expectations, they have not improved quite

as much as those in Key Stage 2. The school has greatly improved provision for information and communication technology, which is now satisfactory. Special educational needs are now managed very well and pupils' individual education plans have realistic targets. This is having a positive impact on the progress these pupils are making. Although the school has established very good channels of communication since the last inspection, relationships with a minority of parents remain strained, and this continues to be debilitating for the school.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1997 | 1998 | 1999 | 1999 |
| English | B | A | A | B |
| Mathematics | C | A | A | B |
| Science | D | A | B | C |

Key

well above average A
 above average B
 average C
 below average D
 well below average E

In national tests at the end of Key Stage 2, the school has achieved standards in English and mathematics well above the national average for the last two years, and which have been improving steadily in line with improvements in the national average. The percentage of pupils attaining the higher Level 5 in these subjects is well above the national average. Standards in science, whilst not as high as in English and mathematics, are still above the national average when compared with all schools, with the number of pupils reaching Level 5 being close to the national average. The trend in science also shows an overall improvement but results fluctuate and are not improving at quite the same rate as in English and mathematics. National test results at the end of Key Stage 1 have been disappointingly well below average in comparison with similar schools. The school is aware that with relatively small cohorts of pupils, standards can change significantly from year to year. The school monitors pupils' attainment closely and uses monitoring data to set clear targets, which are generally well met. Booster groups for pupils requiring additional help are used very well to help pupils reach their targets. Currently the standards being achieved by pupils in the school are good overall.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Good. Pupils have positive attitudes to school and are eager to talk about their work. They work together well in small groups. |
| Behaviour, in and out of classrooms | Good. Pupils are polite and behave well at all times. Play outside can be exuberant but any minor incidents are accidental and are dealt with straight away. |
| Personal development and relationships | Pupils' personal development is very good. They enjoy taking responsibility and relate well to each other and to adults. |
| Attendance | Very good. Pupils enjoy coming to school and almost all arrive promptly in the mornings. |

Pupils respond well to the good levels of responsibility they are given in school, and their personal development is particularly strong.

TEACHING AND LEARNING

| Teaching of pupils: | aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Good | Good | Good |

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

No unsatisfactory teaching was seen. Good or better teaching was seen in 58 per cent of lessons, with six per cent being very good and six per cent excellent. All teachers work hard and conscientiously and generally plan lessons carefully. The teaching of English and mathematics is at least satisfactory and sometimes good. The planning of the curriculum is very good and is supportive to teachers. The main weaknesses are that some teachers' expectations are too low, especially for the more able pupils, and that there is a lack of flair and infectious enthusiasm for subjects shown by teachers on some occasions. The skills of literacy and numeracy are generally well taught, but in numeracy insufficient focus on the oral session restricts the development of pupils' capacity for quick mental calculation.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Very good. The curriculum is very well balanced. A wide range of extra-curricular activities is provided. |
| Provision for pupils with English as an additional language | Teachers are careful to ensure that these pupils understand what they have to do. Those who require additional help are well provided for. |
| Provision for pupils with special educational needs | Good. Pupils who need additional help are identified early and supported by well-written individual education plans with achievable targets. Their progress is monitored closely by the class teacher, the learning support assistants and the special educational needs co-ordinator. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good and a strength of the school. The provision for pupils' spiritual and cultural development is good and for their moral and social development is very good. |
| How well the school cares for its pupils | Very well. The school knows and understands all of its pupils well. |

Curriculum monitoring is a strength of the school. All subject co-ordinators monitor the curriculum in terms of planning and the standards of pupils' work and provide detailed written findings. This information is then used in further planning. Most parents think well of the school but a minority believe it could and should do better.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher has a clear vision for the educational development of the school. This is exemplified in the well-written school development plan to which staff, pupils, governors and parents have contributed. The very good monitoring of work in English, mathematics, science and information and communication technology by the headteacher and subject co-ordinators is being extended to include all subjects. |
| How well the governors fulfil their responsibilities | Well. They take a keen interest in the life and work of the school. They are very supportive and knowledgeable. |
| The school's evaluation of its performance | Good. The school has a good overview of its work, which it monitors closely. Improvements needed are clearly identified in the school development plan. |
| The strategic use of resources | Good. All financial decisions are considered carefully, using the principles of best value. All specific grants are spent appropriately. Good use is made of material resources and full use is made of accommodation. |

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What some parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • Their children like going to school. • Their children make good progress. • The teaching is good. • Their children are expected to work hard. • Their children are helped to become mature and responsible. | <ul style="list-style-type: none"> • The amount of homework that is set. • Information on the progress their children are making • To feel more comfortable when approaching the school with problems • The management of the school • To work more closely with parents • The range of extra-curricular activities. |

Inspectors agree with the parents' positive comments about the school. The inspection team could find no valid justification for parents feeling unhappy about the current leadership and management of the school. There is a well-written school development plan and the curriculum is monitored and evaluated very effectively. This information is written in a concise and easily accessible form. Whilst a few parents find it uncomfortable to approach the school, others have said that they feel welcome and that the school is always approachable and helpful. Many parents help in school in various ways. Others regularly visit teachers, who make themselves available inbetween the parents' evenings, to find out the progress their children are making. The school provides a wide range of extra-curricular activities including sport, some of which are led by parents. There is a regular overseas visit as well as other visits to adventure centres and to places of local and national interest. Some parents feel there is too much homework whilst others think there is too little. The school is aware of the need to clarify this aspect of its provision and will shortly be consulting parents in the formulation of a new policy.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils reach high standards in English, mathematics and science by the time they leave school.

1. The school has successfully raised standards in English, mathematics and science over the last three years. This is evident from the 1999 end of Key Stage 2 tests which show that standards in English and mathematics were well above the national average and above average in science. When compared to similar schools standards are above average in English and mathematics and average in science. Since the last inspection the overall trend in standards has been upwards and pupils in this key stage are achieving well. The percentage of pupils attaining the higher Level 5 is well above the national average in English and mathematics and slightly above in science.
2. At Key Stage 1, however, standards and pupils' achievements have been disappointing. They were below the national average in reading and writing and well below average in mathematics in the 1999 end of Key Stage 1 tests. When compared to similar schools standards were well below average. These results were largely due to pupil mobility, with significant changes in the cohort during the year. However, with the implementation of the literacy and numeracy strategies and a change in emphasis from pastoral to academic aspects, lesson objectives are becoming much clearer. Standards are now being raised and the school is anticipating that a significant improvement in attainment will be demonstrated in the national tests this year.
3. The standards of work seen during the inspection were good overall. Most pupils speak clearly and confidently. In mathematics, for example, older pupils discuss the ways to solve problems sensibly. They write for a wide range of purposes including imaginative writing and letter writing, where they express their opinions forcefully. They use words effectively; for example in writing about 'thrillers' an older pupil wrote '...big brown eyes darted over the endless pages of tiny print...'. In science, the oldest pupils have a good knowledge of nutrients and apply their mathematical skills to represent data in graphical form. They have good mental calculation skills, for example when calculating percentages. The younger pupils use a range of punctuation well, including speech marks, and have a sound knowledge of content and structure of texts. In science they have a good understanding of floating and sinking. In mathematics, however, whilst standards in lessons are satisfactory overall, the more able pupils are not always given the appropriate challenge. Pupils enter school with an overall average level attainment. They are very well provided for in the early years and make good progress, for example in gaining a good knowledge of letters and their sounds.
4. There has been a significant improvement in the standards achieved by pupils with special educational needs. Their progress is monitored closely and they are now achieving standards appropriate to their level of ability.

The school shows great care for its pupils, making very good provision for their personal development including their spiritual, moral, social and cultural development.

5. As reported in the last inspection, the school takes great care of its pupils, who feel secure in their environment. Their personal development is monitored carefully by their teachers, who show a high degree of sensitivity when dealing with individual pupils' difficulties and problems. Several parents made positive comments about this aspect to the inspection team. Pupils are given a large amount of responsibility, for example being an elected member of the school council and the 'Challenges to Iford and Kingston' group. Interestingly the pupils have to submit a written application to belong to the latter group. Pupils in Year 5 'adopt' new pupils before they enter school for the first time to ensure that they have a smooth transition into school life. This also enhances the good links with the local playgroup.
6. The school makes good use of the support services provided by the local authority such as speech therapists and, the provision for pupils with special needs is good. Music is enhanced through good use of the peripatetic music service through which pupils learn to play instruments such as the violin, cello and guitar. Good provision is made by the school for the more able pupils in Key Stage 2 to extend their learning, for example through the extension literacy group and the science master classes for Year 6 pupils. All pupils, however quickly they learn, are provided with good opportunities and support for their personal development.
7. Pupils' spiritual development is catered for well, both in religious education and through work in other subjects. In a religious education lesson, for example, younger pupils are learning about the impact of their actions on other people's feelings. Pupils use language effectively to express their feelings and show sensitivity; for example, when writing about spring, one young pupil wrote '...and butterflies make not even one sound'. Moral development is fostered very effectively; pupils are helped to gain a secure knowledge of right and wrong and to show respect for one another and for adults, for example when listening to each other's views in class. The school successfully encourages pupils to socialise with each other. They play sensibly together outside lesson times and, in class, work together co-operatively when required to do so. They mix well with pupils from other schools at sports events. The school has good liaison with a local special school and the pupils work and play together very well, for example on a joint mathematics day. Their cultural development is enhanced through a very wide range of visits and by visitors to the school as well as through links with other countries such as Sweden and France. A charity designed to support other children provides links with Zululand, and visitors to the school have included Buddhists, Jews and Muslims.

The quality of the leadership provided by the headteacher, staff and governors is good

8. The school has a strong Christian ethos, and there is a warm and friendly atmosphere. The headteacher is providing determined and effective leadership. She has a clear vision for the educational direction of the school. This is shown by the well-written school improvement plan which has taken into account the views of the staff, governors, pupils and parents, who are all asked to contribute their ideas. The school's aims are ambitious. The broad range of policies and intentions are firmly established and they are contributing to the achievement of the aims. The

delegation of responsibility by the headteacher is very good. Pupils take a degree of responsibility through, for example, the school council and returning registers to the office. Subject co-ordinators are fully involved in the planning, monitoring and evaluation of their subjects and they make a valuable contribution to maintaining the high standards that the school is achieving. The headteacher has established very good assessment procedures and uses test data well in setting targets for pupils. Good procedures have been introduced to monitor the quality of teaching, which is undertaken by the headteacher and other subject co-ordinators, who give both oral and written feedback to colleagues. This information helps the school to identify areas for development, for example, in providing further in-service training.

9. Regular appraisal and staff development interviews take place. The staff are united in their commitment to raising standards and they work together effectively as a team. The school is very well supported by a team of knowledgeable and well informed governors who bring a good degree of expertise to the school. The governors undertake their responsibilities seriously and work hard for the benefit of the school, for example by making regular visits to the school and setting up surgeries so that parents can share their concerns. Financial planning is very good and specific grants are spent appropriately.

The curriculum is broad and balanced and is enhanced by a wide range of visits, visitors and extra-curricular activities.

10. The curriculum is both broad and balanced. Literacy and numeracy have restricted the time available for other subjects but through careful planning within the topic system the school is able to offer a full curriculum. Both literacy and numeracy are given due attention and the initiatives in these areas have had a positive impact on standards. Topics are planned carefully so that there is a good balance of science and the humanities. The arts are developed very well through the topics, for example through the very good drawings of famous people and the use of music to enhance work in geography and history, and there are good links between subjects such as art and mathematics, for instance where pupils examine symmetry in the environment.
11. The curriculum is further enhanced through a wide range of visits and visitors. Visits are made to places of local and national interest to support work in school, for example, Herstmonceaux Castle, Newhaven Fort and in the town of Lewes. Visitors have included theatre groups and representatives of local services such as the police and the railway. Events such as the mathematics day with a local special school contribute to pupils' understanding of other people. Story tellers, poetry events and visiting music groups do much to enhance pupils' understanding of the world around them and this enriches their learning. The range of extra-curricular activities is wide and includes jewellery making in art classes after school, recorder lessons, needlework, football and athletics. Alongside these activities are the residential visits to France and a local activity centre which enhance pupils' social development and help them to appreciate each others' strengths and weaknesses.

The planning, monitoring and evaluation of the curriculum are very good

12. The curriculum is organised with great care. Planning for pupils under five is exceptionally well integrated into the planning of the first stages of the National Curriculum. The teacher takes great care to ensure that planning for these pupils includes the appropriate reference to the Qualifications and Curriculum Authority's

'Desirable Learning Outcomes' for young children. Long-term plans ensure that the requirements for the curriculum are met. Termly planning is very detailed. Literacy and numeracy plans are firmly based on the national frameworks for these two subjects. All other subjects are based on a cycle of topics. The school sensibly uses the schemes provided by the Qualifications and Curriculum Authority and carefully links all work to the attainment targets in the National Curriculum. This ensures that work is provided at the appropriate level, especially in the mixed-age classes.

13. The monitoring of the curriculum is impressive and has evolved over a period of time. Subject co-ordinators monitor and make written observations of all planning as well as observing lessons. This is then followed by a detailed scrutiny of pupils' work to establish if plans have been implemented. Findings are presented in an easily accessible form, which enables the co-ordinator and headteacher to evaluate the quality of planning and teaching and their impact on pupils' learning. This new system has been in place for the core subjects of English, mathematics and science together with information and communication technology since the beginning of term and is to be extended to all other subjects shortly. These evaluations are providing the school with valuable information on which to base further planning and training and the identification of specific strengths and weaknesses.

WHAT COULD BE IMPROVED

Standards at Key Stage 1 especially in numeracy and for the more able pupils.

14. The disappointing results of the national tests and assessments at the end of Key Stage 1 in 1999 were due largely to changes in the pupil group and pupil mobility. The school has analysed its results very carefully and there is a clear indication that if there had been no newcomers during the year the results would have been significantly better. The school is committed to the need to raise standards at this key stage. Inspection evidence, from lesson observations and pupils' work, shows that standards have improved this year. In English, for example, pupils use capital letters and full stops appropriately and most use speech marks correctly. In science, they understand why things float or sink, whilst in religious education, they are beginning to link Bible stories with everyday life.
15. The school is making good use of the national literacy and numeracy strategies to add more rigour to the curriculum in English and mathematics. However, whilst this is having a considerable impact in literacy, there have been fewer positive effects in numeracy at Key Stage 1. This is because the planning and teaching of numeracy lessons is less good. There are no consistently clear lesson objectives to indicate exactly what the pupils are expected to achieve in the oral and mental sessions in comparison to the main part of the lesson. The oral and mental part of the lesson, where pupils have the opportunity to sharpen their mental agility in calculations, does not have a sharp enough focus and this is a missed opportunity. In the main part of the lesson work is not always well matched to pupils' levels of ability and the more able, especially, are sometimes under challenged. More generally, teaching is not often enough very good or excellent because teachers' expectations are not always high enough.

Relationships with parents

16. The majority of parents are satisfied with the quality of education that the school provides. They are pleased with the quality of teaching and the progress that their children are making. Many have expressed their pleasure at the pastoral care offered and at the attitudes and values that the school teaches. Some parents have expressed their natural concerns over the changes of teacher in some classes although many recognise that this is beyond the control of the school. A few parents have also indicated that they are unhappy that the headteacher has not always been available during the last two terms due to her secondment. On the other hand, many parents say that they can always contact the school to find out about their children's progress or if they have any concerns.
17. Communications with parents are extensive; for example, regular newsletters are sent out from the school and from the governing body as well as information about individual events. There are termly parents' evenings and parents can visit the school at any reasonable time to discuss their child's progress with their teacher. The Parent Teacher Association, in conjunction with the school and a large number of parents has raised over £18,000 to build a covered area for the younger children. Many of the events that are held also involve the local community.
18. Despite all these favourable comments, relationships between a minority of parents and the school remain strained and some personal difficulties have not yet been resolved since the last inspection. The school has offered many channels of communication, which include ease of accessibility to teachers at all reasonable times and a governors' surgery. However, the school has not yet developed a successful strategy to deal with the situation and resolve it. The situation is debilitating and frustrating for all concerned and is not beneficial to the school. It is, to some extent, holding the school back from making more rapid progress. However, the school is quite determined to eradicate these difficulties and is giving the matter its full attention.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

18. The governors, headteacher and staff should now:
 - (1) Raise standards further at Key Stage 1, and especially in numeracy, by:
 - ensuring that lesson planning is consistent and contains clear teaching objectives for all elements of the lesson;
 - raising teacher expectations and matching work to pupils' individual levels of attainment, especially the more able;
 - (2) Be proactive in their dealing with parents and the wider community by:
 - continuing to provide a wide range of opportunities for parents to air and discuss their concerns.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 17 |
| Number of discussions with staff, governors, other adults and pupils | 20 |

Summary of teaching observed during the inspection

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|------|--------------|----------------|------|-----------|
| 6 | 6 | 47 | 41 | 0 | 0 | 0 |

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

| Pupils on the school's roll | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | na | 150 |
| Number of full-time pupils eligible for free school meals | na | 7 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | na | 2 |
| Number of pupils on the school's special educational needs register | na | 28 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 8 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 15 |
| Pupils who left the school other than at the usual time of leaving | 2 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 3.6 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0 |
| National comparative data | 0.5 |

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 11 | 11 | 22 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 9 | 9 |
| | Girls | 8 | 9 | 10 |
| | Total | 16 | 18 | 19 |
| Percentage of pupils at NC level 2 or above | School | 73 (85) | 82 (75) | 86 (85) |
| | National | 82 (80) | 83 (81) | 87 (84) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 8 | 9 | 9 |
| | Girls | 9 | 10 | 10 |
| | Total | 17 | 19 | 19 |
| Percentage of pupils at NC level 2 or above | School | 77 (85) | 86 (95) | 86 (100) |
| | National | 82 (81) | 86 (85) | 87 (86) |

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 1999 | 9 | 16 | 25 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 7 | 8 | 8 |
| | Girls | 15 | 14 | 15 |
| | Total | 22 | 22 | 23 |
| Percentage of pupils at NC level 4 or above | School | 88 (76) | 88 (80) | 92 (92) |
| | National | 70 (65) | 69 (58) | 78 (69) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 6 | 8 | 8 |
| | Girls | 14 | 14 | 15 |
| | Total | 20 | 22 | 23 |
| Percentage of pupils at NC level 4 or above | School | 80 (72) | 88 (76) | 92 (84) |
| | National | 68 (63) | 69 (64) | 75 (69) |

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 128 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

| | Fixed period | Permanent |
|------------------------------|--------------|-----------|
| Black – Caribbean heritage | 0 | 0 |
| Black – African heritage | 0 | 0 |
| Black – other | 0 | 0 |
| Indian | 0 | 0 |
| Pakistani | 0 | 0 |
| Bangladeshi | 0 | 0 |
| Chinese | 0 | 0 |
| White | 0 | 0 |
| Other minority ethnic groups | 0 | 0 |

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 7.2 |
| Number of pupils per qualified teacher | 20.8 |
| Average class size | 30 |

Education support staff: YR – Y6

| | |
|---|-----|
| Total number of education support staff | 6 |
| Total aggregate hours worked per week | 107 |

Financial information

| | |
|--|---------|
| Financial year | 1998/99 |
| | £ |
| Total income | 261,638 |
| Total expenditure | 258,650 |
| Expenditure per pupil | 1,848 |
| Balance brought forward from previous year | 6,768 |
| Balance carried forward to next year | 9,756 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 304 |
| Number of questionnaires returned | 134 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 58 | 35 | 5 | 2 | 1 |
| My child is making good progress in school. | 37 | 47 | 10 | 4 | 2 |
| Behaviour in the school is good. | 23 | 64 | 7 | 3 | 2 |
| My child gets the right amount of work to do at home. | 23 | 48 | 20 | 7 | 2 |
| The teaching is good. | 50 | 38 | 5 | 2 | 5 |
| I am kept well informed about how my child is getting on. | 26 | 47 | 21 | 5 | 1 |
| I would feel comfortable about approaching the school with questions or a problem. | 45 | 31 | 8 | 14 | 2 |
| The school expects my child to work hard and achieve his or her best. | 40 | 42 | 14 | 2 | 3 |
| The school works closely with parents. | 33 | 38 | 15 | 15 | 0 |
| The school is well led and managed. | 42 | 23 | 12 | 19 | 4 |
| The school is helping my child become mature and responsible. | 47 | 40 | 6 | 2 | 5 |
| The school provides an interesting range of activities outside lessons. | 14 | 48 | 27 | 7 | 4 |

Other issues raised by parents

Some parents made positive comments about the school, such as the help they have received from staff and that the school works well with parents. Others expressed concerns regarding the way in which the school deals with parents and also the headteachers' absence from school during her secondment.

Note: The high number of questionnaires sent out is because the school sent one to every parent and carer of children in the school.